

WORD STUDY PROCEDURES

Emergent Procedures: Sight Words, Picture Sorting, Making Words, Sound Boxes

Early Procedures: Sight Words, Picture Sorting, Making Words, Sound Boxes, Breaking Words, Analogy Charts

Transitional Procedures: Make a Big Word, Write a Big Word, Breaking Big Words, Analogy Charts

Fluent Procedures: Working with Affixes

TEACHING A NEW SIGHT WORD

What's Missing?

- Write the word on a dry-erase board or make it with magnetic letters. Tell students the word and ask them to look at each letter as you slowly slide an index card left to right across the word.
- Erase or remove a letter and ask, "What's missing?" As a student tells you the missing letter, place it back in the word. Repeat the process several times by removing different letters and calling on a student each time to tell you "What's missing?"

Mix and Fix

- Have students take magnetic letters off their trays to make a sight word. Teach students how to check the word by sliding their finger under the letters as they read it. Watch individual students to make sure they are looking at the letters as they say the word.
- Have students mix up and remake (fix) the word several times. After the final mix and fix, have each student cover the word with an index card.

Table Writing

- Have students write the word on the table with their finger as they say the word in a natural way. Do not encourage them to segment the sounds. Let them peek under the card if they forget how to write the word.

Write and Retrieve

- Have students write the word on a dry-erase board or at the bottom of an alphabet chart. Immediately intervene if a student begins to misspell a word. If they need help, they can lift the index card and look at the magnetic letters. Do not allow students to spell or sound out the word. At first you may want them to say the word slowly in a natural way as they write it. Listening for the sounds will help them remember the letter sequence. Later, when they have developed a system for remembering, they will not need to do this.
- Have students erase the word. Ask them to write a different word, one they know well.
- Dictate the new word for students to write.



Find these literacy tools at
pioneervalleyschools.com

PICTURE SORTING

- Choose two examples of the target skill. For example, you might have your students sort pictures that begin with two consonants (*g* and *m*), two medial vowels (short *i* and short *u*), two digraphs (*ch* and *sh*), or two blends (*sl* and *sp*). When sorting blends, always choose two blends that begin with the same letter. This forces students to attend to the second letter in the blend, which is the challenging sound to hear.

CONTINUED ►

- Pass out three or four picture cards to each student (tell the students what the pictures are—this is not a guessing game). On the easel, write the two sounds you want them to hear.
- Have each student sort a picture by following these steps:

STEP 1 Say the picture name. **(ship)**

STEP 2 Say the target sound. **(/sh/)**

STEP 3 Say the letter (or letters) that make that sound. **(s-h)**

STEP 4 Put the picture card under the correct letter or letters.

MAKING WORDS

Create a sequence of words that teach the target skill. Here is an example for making words with short vowel *a* and *o*. Letters needed: **a b d g o p t (dog-bog-bag-tag-tap-top)**

- Tell students which letters to remove from their letter tray. Call out the letters in alphabetical order so students can quickly find them on their trays.
- Dictate a word for the students to make and tell them how many letters they will need.
- After students make the word with magnetic letters, tell them to check the word by saying it slowly as they run their finger underneath it. This should help them notice their errors or confirm their accuracy.
- Now dictate a new word that differs by one letter (or letter cluster if you are targeting blends).
- Before students reach for the letters to exchange, teach them to say the new word slowly as they slide their finger under the old word. This helps them decide which letter or letters they will need to change to make the new word.

BREAKING WORDS

Early Breaking Words

Have students learn to break apart one-syllable words. Follow these steps:

- STEP 1** Select three words that have the same rime. In the following example, we use *stop*, *chop*, and *drop*. Write the first word **(stop)** on a dry-erase board. Do not say the word and tell students not to say the word.
- STEP 2** Have students take the letters off their trays to make the word.
- STEP 3** Have students break the word before the vowel. **(st op)**
- STEP 4** Have students say each part chorally. **(/st/ /op/)**
- STEP 5** Have students put the word back together and read it. **(stop)**
- STEP 6** Tell students to change the onset to make a new word. For example, *Take away the st and put ch.* **(chop)**
- STEP 7** Repeat steps 3–5: break it **(ch op)**, say it **(/ch/ /op/)**, make it **(chop)**.
- STEP 8** Write another word that has the same rime and have students read it **(drop)**. If they need help, underline the rime.

Advanced Breaking Words

Begin these procedures once students understand how to break one-syllable words, around Level G. Now students will learn how to take apart longer words. At the advanced stage, students work with words that have the same

rime but different onsets and inflectional endings. For the example below, we used *spinning*, *grinning*, *thinning*, and *thinner*. Follow these steps:

- STEP 1** On a dry-erase board, write a word with an inflectional ending. Do not say the word and do not have students say the word. (**spinning**)
- STEP 2** Have students take the letters off their trays to make the word (you will need to provide duplicate letters).
- STEP 3** Have students take off the ending and break the word before the vowel. (**sp inn ing**)
- STEP 4** Ask students to say each part chorally (**/sp/ /in/ /ing/**). Explain that if a word has a two-letter rime with a short vowel (*ap, at, op, un*, etc.), you double the final consonant before you add *-er, -ed, or -ing*.
- STEP 5** Have students put the word back together and read it. (*spinning*)
- STEP 6** Have students change the onset. For example, say, *Change the sp to gr to make a new word*. Do not say the word and do not have students say the new word. (**spinning - grinning**)
- STEP 7** Repeat steps 3–5: break it (**gr inn ing**), say it (**/gr/ /in/ /ing/**), make it (**grinning**).
- STEP 8** Write another example on the dry-erase board and have students read it (**thinning**). If they need help, underline the rime. When the activity becomes easy, change both the onset and the ending. (**thinner**)

WORKING WITH AFFIXES

Day 1: Making a Word with an Affix

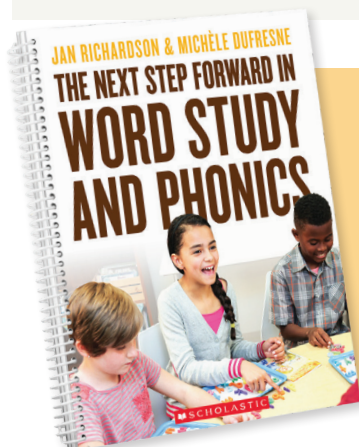
- Introduce the suffix or prefix and define it. Select another word for students to make out of magnetic letters. Dictate the letters in alphabetical order as students remove the letters from their trays. Have students clap the word before they make it with the letters. Then have them break the word so they can see the parts in the word. Be sure to discuss the meaning of the word.

Day 2: Writing Words with Affixes

- Review the meaning of the affix.
- Dictate three words with the same affix for students to write. Have them underline the affix in each word. Discuss the meaning of each word.

Day 3: Reading Words with Affixes

- Review the meaning of the affix.
- Give each student an affix card.
- Have students read their word and explain what it means.



More descriptions for each word study procedure can be found in *The Next Step Forward in Word Study and Phonics* by Jan Richardson and Michèle Dufresne.



Michèle and Jan's Office Hours

Join Jan Richardson and Michèle Dufresne
for monthly FREE webinars

pioneervalleybooks.com/webinars